

Chapter

VII

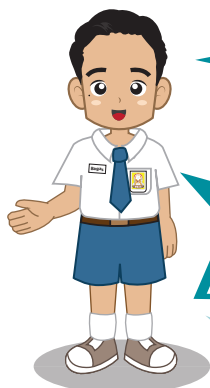
I'm Proud of Indonesia!

We will learn to describe people, animals, and things in order:

- to make them stand out
- to show my pride of them
- to promote them
- to criticize them



Observing and asking questions



We will play the roles of the speakers in the conversations about Edo's notebook.

Here are what we will do. We will work in groups. **First**, we will carefully listen to and repeat the conversation after the teacher, sentence by sentence. **Second**, in our group we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Do you see my notebook? I put it on my desk, but it is not there now.

What does it look like?

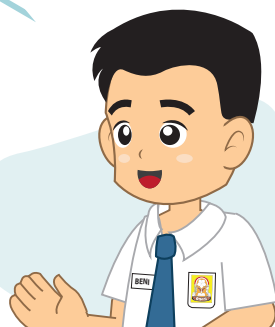
It's thick. It has a blue hard cover.

Does it have a pink ribbon separator? This one?

No. The ribbon is white. There's a sticker on the cover. It's shiny, white, round with a picture of an orang-utan.

It must be the one over there, on the teacher's desk.

Yes, you're right. Thank you.





We will play the roles of the speakers in the conversations about Lina's house.

Here are what we will do. We will work in groups. **First**, we will carefully listen to and repeat the conversation after the teacher, sentence by sentence. **Second**, in our group we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly, and correctly.

Is it easy to find your house?

I think it is. I live in a new housing complex, so all the houses look the same. They all have a blue roof and no fence. They are all white and grey. There's a tree in front of every house. But we have two trees. One of them is a star-fruit tree.

Is it near the small bridge on Jalan Teratai?

Yes. My house has a handycraft from Tana Toraja hanging on the front door. It is a triangle with beautiful carving.

But when the door is opens we can't see it from the street, can we?

You are right. Okay. In front of my house there is also a big stone. Some children often sit and play there.

Okay. I'm sure we will find it.



Observing and asking questions



We will play the roles of the speakers in the conversations about a pair of shoes.

Here are what we will do. We will work in groups. **First**, we will carefully listen to and repeat the conversation after the teacher, sentence by sentence. **Second**, in our group we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly, and correctly.

I went to market. In the big shoe shop, near the barber shop, I saw many beautiful shoes. I'm sure you like them.

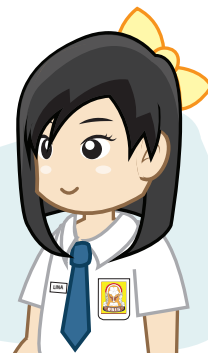
Really? In fact, I need plastic shoes in this rainy season.

There are beautiful plastic shoes there. Different colours. Some have holes, and some have flowers in the front. Some are plain with nothing on them.

I need shoes with a strap, and open in the front, like sandals. It's always hot here, and my toes need air to breathe.

I agree. I saw many sandals with a strap, too. They have low heels, and they look comfortable.

Great. I'll go there tomorrow. Thanks.





We will play the roles of the speakers in the conversations about a T-Shirt.

Here are what we will do. We will work in groups. **First**, we will carefully listen to and repeat the conversation after the teacher, sentence by sentence. **Second**, in our group we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly, and correctly.

I'll leave for Bali tomorrow.
What souveneer do you
want me to buy you?

Wow, thanks. That's very mindful of
you. What if you buy me a T-shirt?

What kind of T-shirt?

I want a white T-shirt, with short sleeves.
I like a sporty and casual one.

Alright. Do you want a plain one?

No, not a plain one. I want one with a picture,
a small one, in the front. It should be a
picture of anything about Bali.

Sure.



Collecting information

We will complete the descriptions of Edo's notebook, Lina's house, the shoes in the big shoe shop, and the T-shirt Mr. Gani wants Mr. Hidayat to buy him.

Here are what we will do. We will work in group. **First**, we will study the example carefully. We will copy and handwrite it in our notebooks. **Second**, we will discuss to fill in the blank spaces with the right words from the conversations. **Third**, every one of us will handwrite the complete descriptions on a piece of paper. **Finally**, in each group, we will read all the descriptions to each other, orally.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. Edo's notebook is _____, with _____. It has _____ on the cover. It is _____, with _____.
Edo's notebook is thick, with a blue hard cover. It has a white ribbon separator. There is a sticker on the cover. It is shiny, white, and round, with a picture of an orang-utan.
2. Lina's house is in _____. The roof _____ blue. It has no _____. It is _____ and _____. There are two trees _____. One of them is _____. It is near _____. There _____ from Tana Toraja hanging _____ the front door. It is _____ with _____. There is a big stone _____ the his house. Some children often _____ and _____ there.
3. The big shoe-shop near _____ sells different models of _____. There are different _____ of shoes. Some shoes have _____. Some shoes _____ flowers in the front. Some shoes _____ plain. There are also shoes with _____, and open _____, like sandals. They _____ low heels. They _____ comfortable.
4. Mr. Gani wants a _____ T-shirt, _____ short sleeves. It is a _____ and _____ one. He wants one with _____ about Bali _____.



We will look closely at the descriptions of the four objects. We will analyze the states and the activities related to each object. We will use a table to do it.

Here are what we will do. We will work in groups. **First**, we will study the example carefully. We will copy and handwrite it in our notebooks. **Second**, to analyze each description, we will use the same table. Every one of us will handwrite the analysis in the notebook or type it with a computer. **Finally**, we will discuss to fill in the table with the right words related to each object.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly, too. If we have any problems, we will go to our teacher for help.

States of or related to Lina's house

Names of objects	States	
all the houses	look	the same
they	have	the same design, with a blue roof, and no fence
they	are	white and grey
there	is	a tree in front of every house
we	have	two trees
one of them	is	a star-fruit tree
it	is	near the small bridge on Jalan Teratai
my house	is	the one with a handycraft from Tana Toraja hanging on the front door
It	is	a triangle with beautiful carving
there	is	a big stone in front of my house

Activities related to Lina's house

Names of objects	Activities	
I	live	in a housing complex
we	cannot see	it when the door is open
some children	sit and play	there

Observing and asking questions



We will play the roles of the speakers in the conversation about Simon to make him stand out.

Here are what we will do. We will work in groups. **First**, we will carefully listen to and repeat the conversation after the teacher, sentence by sentence. **Second**, in our group we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly, and correctly.

Hallo. I'm in the bus terminal now, but I still can't find Simon. What is he like?

Many people are tall and have a fair skin here. I he wearing jeans?

I see three people wearing the same uniform.

Oh ya. I see him now. He's walking toward me. He's carrying a backpack, isn't he?

He's tall. He's got a fair skin.

No. He's wearing a uniform, black pants and a blue shirt with long sleeves.

He's a bit fat and chubby. He's wearing a black hat.

I think so. Okay, see you later.



We will play the roles of the speakers in the conversation about Sofia to make her stand out.

Here are what we will do. We will work in group.
First, we will carefully listen and repeat the conversation after the teacher, sentence by sentence. **Second**, in our group we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly, and correctly.



Which one is Sofia?

Hallo. I've received the family photo. Thank you very much.
Which one is Sofia?"

Sorry, I don't have the photo with me now. But, this may help.
She's tall and thin.

I see three girls here, and they are all tall and thin. Is her hair straight and long, in a pony tail?

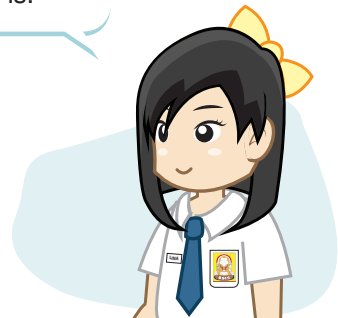
No, that's Rina, my niece. Sofia's hair is curly, usually in plaits. She has a fringe.

Two girls is wearing their hair in plaits. They both have a fringe too.

Right. Sofia's standing, not sitting. She's wearing a yellow night dress, with a picture of a sleeping baby.

Got it. Wow, that chubby little girl five years ago is now a beautiful slim girl?

Yes, she is.



Observing and asking questions



We will play the roles of the speakers in the conversation about Mrs. Herlina to make her stand out.

Here are what we will do. We will work in group. **First**, we will carefully listen and repeat the conversation after the teacher, sentence by sentence. **Second**, in our group we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly, and correctly.

Is our Science teacher, Mrs. Herlina, here? I've never met her.

Yes. She's here. But, I don't know where she is now. She's in batik and black pants.

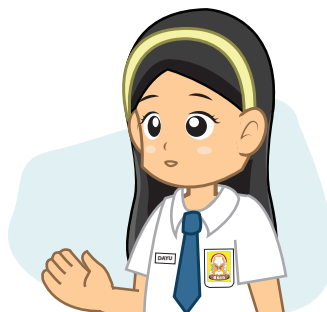
But, all the ladies here are wearing batik and black pants.

You are right. Ah, there she is. She's the big lady with glasses. She's sitting on the bench in front of the Principal's office.

Which one? Both ladies are big and wearing glasses. Is she wearing a scarf?

No, she is not. She's carrying a pink purse.

Alright. Come on, let's meet her.



We will put the right punctuation marks to the descriptions of Simon, Sofia and Mrs. Herlina to make the texts meaningful.

Here are what we will do. We will work in groups. **First**, we will read each text carefully in order to identify the sentences in the texts. We will do it orally. **Third**, we will rewrite and punctuate the text. This is the first draft. **Fourth**, we will read the sentences in the text to each other to check if they are meaningful. **Then**, we will write the final form of the texts. **Finally**, we will read the whole text to the class.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly, too. If we have any problems, we will go to our teacher for help.

1. simon is tall he has a fair skin he is wearing a blue shirt with long sleeves he is a bit fat and chubby he's wearing a black hat he's carrying a backpack
Simon is tall. He has a fair skin. He is wearing a blue shirt with long sleeves. He is a bit fat and chubby. He's wearing a black hat. He's carrying a backpack.

2. sofia is tall and thin she has curly hair in plaits she has a fringe she's standing not sitting she's wearing a yellow night dress with a picture of a sleeping baby she is not a little chubby girl she's a beautiful slim girl

3. mrs. herlina is a big lady with glasses she is wearing batik and black pants she is sitting on the bench in front of the principal's office she's not wearing a scarf she's carrying a pink purse

Associating

We say good things about our objects because we are proud of them or love them.

Here are what we will do. We will work in group.

First, we will carefully listen and repeat the descriptions after the teacher, sentence by sentence. **Second**, in our group we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly, and correctly.



My father is a good man. He loves his family. He does not get angry easily. He talks to us, his children, about many things. He and my mum often go out together to enjoy the evening. He is friendly to the neighbours.



My father is friendly, too. He knows almost everybody in the neighbourhood. He always goes to the neighbourhood meetings. He is never absent from the Cleaning Day. He is a good volleyball player. He plays volleyball with our neighbours in the community centre every Saturday.



I love my mum very much. She is an Elementary School teacher. She is very patient. She is never angry. She always smiles and never complains. My mum is my best friend. I can talk to her about everything. Oh ya, she can sing! She has a beautiful voice.

I'm proud of my English teacher. She is smart and very friendly. Her English is very good and very clear. She speaks English to us, and we speak English to her too. She often reads us good stories from different parts of Indonesia. She knows many stories from other countries too.



Aunt Dina is very healthy. She is rarely sick. She is married and has two children. She is more than 40 years old, but her skin is smooth and her face always looks young and beautiful. Oh ya, she exercises almost everyday. She works at a bank. It is almost 2 kms from her home. She has a motorcycle, but she goes to work on foot.



I love my cat, Manis. She makes me happy. When I tickle her, she rolls around and taps her paws on my hand. I like the feeling. She has three colors, white, yellow, and black. She often lies on my feet when I study or watch TV. Sometimes she sleeps in my bed with me, on my feet. It feels warm.



Collecting information

We will list the states and activities of a person/thing stated by each speaker to make a good description about him/her/it.

Here are what we will do. We will work in groups. **First**, we will study the example carefully. We will copy and hadwrite it in our notebooks. **Second**, we will discuss to list the states and activities of a person/thing stated by each speaker to make a good description about him/her/it. We will do the task in our notebooks. **Finally**, we will read our work to the class.



We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. Udin is saying that his father is a good man, because ...

- he loves his family.
- he does not get angry easily.
- he talks to his children about many things.
- he and his mother often go out together to enjoy the evening.
- he is friendly to the neighbours.

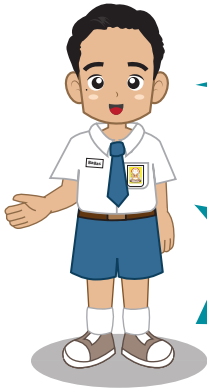
2. Lina is saying that his father is a good man, because ...

3. Dayu loves her Mom because ...

4. Edo is proud of his English teacher because ...

5. Benny thinks that her aunt, Dina, is a good example because ...

6. Siti loves his cat, Manis, because ...



We will learn to read to each other the description of a person/thing stated by each speaker.

Here are what we will do. **First**, we will carefully listen and repeat each description after the teacher, sentence by sentence. **Second**, in our groups, we will learn to read the description meaningfully to each other.

We will say the sentences loudly, clearly, and correctly.



I'm proud of my school. Our teachers are smart. We have many good books and magazines in our school library. The classrooms are not big, and they are clean and tidy. But, the school yard is very small. There are not many plants, so it is very hot in the afternoon. We only have the terrace when we are not in the classrooms. So the terrace is very crowded during the break.



I like my classmates. We are close to each other. We tease each other, but we do not get angry easily. We play together. We study together. But I do not like a number of things about them. Some are not discipline. They do not do their work seriously. They litter. So, our classroom is often messy and dirty. They also write bad words on the desks. During the class, they move around and they make a lot of noise.



Pak Bacu is a janitor in our school. He's a hard worker. He sweeps the yard every morning and afternoon. He cleans the toilets. I like him because he is friendly, and he knows our names. But sometimes he's annoying. He often teases me, and laughs at me in front of my friends. He's sometimes fussy too. He tells us not to litter, again and again. He gets mad when we don't put our rubbish in the rubbish bin.



My brother is very smart. He is also a good football player. He is generous. He is funny, too. I love him very much. But I don't like some things about him. His room is always messy. He puts his things everywhere. Sometimes he is smelly because he is sweaty but he doesn't take a bath straight away. He drinks too much soft drink. He does not like fresh water. I'm often worried about his health.



I like my hometown. It is cool and green. There are many new buildings. The streets and the markets are clean. There are many plants on the sides of the roads. But I don't like some things about my town. The traffic is rather dangerous. Some people drive too fast. Many young people ride carelessly. They stop in wrong places and often block the ways. You have to be very careful when you cross the road.



There is a lake near my hometown. It's very large and panoramic. The forest around the lake is very green and cool. But, I want to say some sad things about it. It is very dirty and the foods and drinks are very expensive. People litter everywhere because there are not many garbage bins there. The vendors leave their waste everywhere. Some wooden benches are broken, so we cannot sit on them.

We will list the states and activities of a person/thing that each speaker likes or does not like. We will use a table to do it.

Here are what we will do. We will work in groups. **First**, we will study the example carefully. We will copy and hadwrite it in our notebooks. **Second**, we will discuss to list the states and activities of a person/thing that each speaker likes or does not like. Each one of us will the task in our notebooks or type it with a computer. **Finally**, we will read our work to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly, too. If we have any problems, we will go to our teacher for help.



What Siti likes and does not like about her school:

THINGS SHE LIKES	THINGS SHE DOES NOT LIKE
- The teachers are smart.	- The school yard is very small.
- It has good books and magazines in the school library.	- There are not many plants, so it is very hot in the afternoon.
- The classrooms are not big, but they are clean and tidy.	- The students only have the terrace when they are not in the classrooms.
	- The terrace is very crowded during the break.

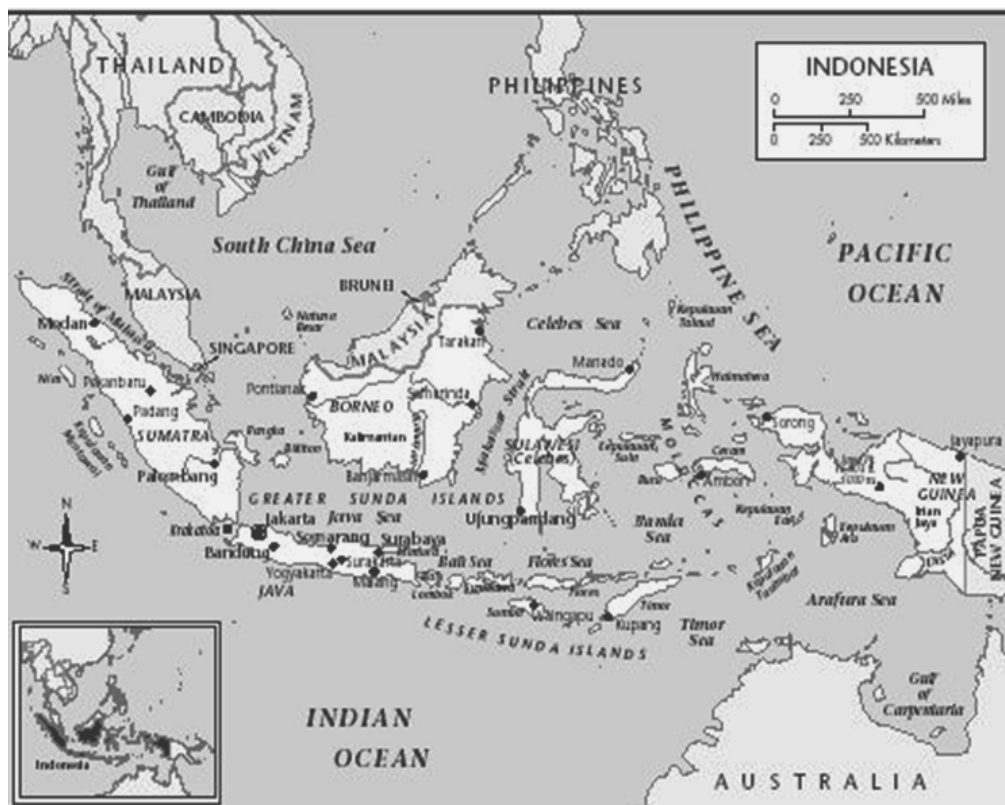
Observing and asking questions



We will learn to read to each other the description of Indonesia stated by each speaker.

Here are what we will do. **First**, we will carefully listen to and repeat each description after the teacher, sentence by sentence. **Second**, in our groups, we will learn to read the description meaningfully to each other.

We will say the sentences loudly, clearly, and correctly.



<http://www.everyculture.com/Ge-It/Indonesia.html> diunduh 25 Desember 2013



We will identify what the speakers say about (1) the location, (2) the size, (3) the archipelago, (4) the population, (5) the islands, (6) the waters, (7) the mountains and volcanoes, and (8) the climate. We will use a table to do it.

Here are what we will do. We will work in groups. **First**, we will carefully study the example and copy it in our notebooks. **Second**, we will discuss to find the details about each feature, like the example, "the location". We will use the table to do it. **Third**, every one of us will handwrite the work in the notebook. **Finally**, we will read our work to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly, too. If we have any problems, we will go to our teacher for help.

The Location

1. It is between two continents, Asia and Australia, and between two oceans, the Pacific Ocean and the Indian Oceans.	Lina
2. Indonesia is on the equator.	Udin

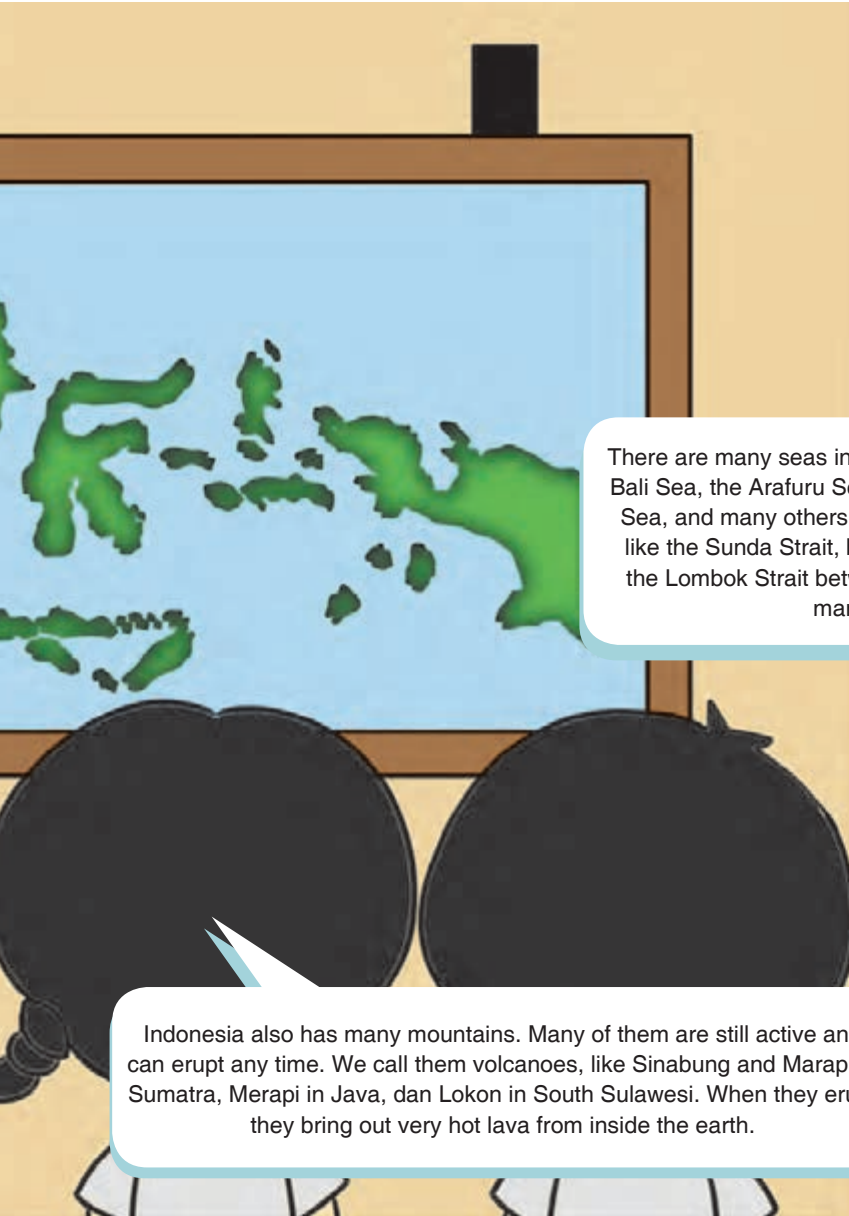
We are all proud of Indonesia, aren't we?
Let's describe it together!



Indonesia is a big country. It is between two continents, Asia and Australia, and between two oceans, the Pacific ocean and the Indian Ocean. It is the largest archipelago in the world. There are more than seventeen thousand islands in Indonesia.

We have a lot of islands. The big ones are Papua, Kalimantan, Sumatra, Sulawesi, and Java. Of the five islands, Java is the smallest, but it is the most populated one. We can find people from around Indonesia in Java.

Indonesia is on the equator. It is a tropical country. The sun shines brightly every day, so it is mostly hot. It has two seasons, the rainy season, and the dry season.



There are many seas in Indonesia, the Java Sea, the Bali Sea, the Arafuru Sea, the Banda Sea, the Timor Sea, and many others. We also have many straits, like the Sunda Strait, between Java and Sumatra, the Lombok Strait between Bali and Lombok, and many others.

Indonesia also has many mountains. Many of them are still active and can erupt any time. We call them volcanoes, like Sinabung and Merapi in Sumatra, Merapi in Java, dan Lokon in South Sulawesi. When they erupt they bring out very hot lava from inside the earth.

Associating

We will learn to read to each other more descriptions about Indonesia stated by each speaker.

Here are what we will do. **First**, we will carefully listen to and repeat each description after the teacher, sentence by sentence. **Second**, in our groups, we will learn to read the description meaningfully to each other.

We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

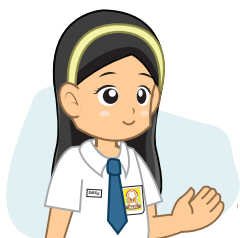


The land is very fertile. Farmers grow many kinds of vegetables and fruits. They also grow coconuts. Indonesian people eat a lot of vegetables like spinach, carrots, long beans, egg plants, cabbages, cucumbers, tomatos, onions, garlic, chillies, kangkung and many others.



We also grow many kinds of fruit. We call them local fruits, like guavas, bananas, rambutans, durians, mangoosteens, soursops, papayas, pineapples, and salak. Some people call it a snake fruit. They are all very nice, sweet, and juicy. We eat them fresh. We also make delicious juice of them. We also dry many kinds of fruit to make crackers.

Indonesia is also rich with spices, like pepper, coriander, ginger, clove, cinnamon, tumeric, galanga, lemon grass, bay leave, and so on. We use them to cook very spicy Indonesian foods. People also make nice healthy drinks from them. They are useful for our health.



Many kinds of fish, big and small, live in the Indonesian seas. Most of us eat fish with our meals. We also eat shrimp and different kinds of shellfish. But we don't eat big fish, like dolphins and sharks. We protect them. We also protect our turtles.



Indonesia also raise different kinds of animals for their meat, like cows, goats, pigs. We get beef from the cow, mutton from the goat, and pork from the pig. Some ethnic groups even eat horse meat. Our milk is usually from cows. Of course we also have chickens. They give us meat and eggs.





We will copy each description to complete each task and handwrite it in our notebooks.

Here are what we will do. **First**, we will carefully study the example and copy it in our notebooks. **Then**, every one of us will complete the task in the notebook, like the example.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

1. Udin shows his pride of Indonesia's land. This is what he says: "The land is very fertile. Farmers grow many kinds of vegetables and fruits. They also grow coconuts. Indonesian people eat a lot of vegetables like spinach, carrots, long beans, egg plants, cabbages, cucumbers, tomatoes, onions, garlic, chillies, , kangkung and many others."
2. Lina is very proud of Indonesia's local fruits. This is what she says: "_____"
3. Dayu talks about Indonesia's spices. This is what she says: "_____"
4. Siti is proud of Indonesia's sea animals. This is what she is saying: "_____"
5. Edo talks about Indonesia's farm animals. This is what he says: "_____"

Associating

We will publish the long text entitled “I’m proud of Indonesia,” which puts together all the descriptions about Indonesia, on the classroom wall.

Here are what we will do. **First**, each one of us will prepare a good piece of paper. **Second**, we will handwrite to copy the text on the paper. **Third**, we will add a picture or some decoration to make it look interesting. We will write down our identity at the bottom, on the right hand corner. **Then**, we will put it on the classroom wall.

We will spell the words and use the punctuation marks correctly.



I'm proud of Indonesia

Indonesia is a big country. It is between two continents, Asia and Australia, and between two oceans, the Pacific ocean and the Indian Ocean. It is the largest archipelago in the world. There are more than 17 thousand islands in Indonesia.

There are many seas in Indonesia, the Java Sea, the Bali Sea, the Arafuru Sea, the Banda Sea, the Timor Sea, and many others. We also have many straits, like the Sunda Strait, between Java and Sumatra, the Bali Strait between Bali and Lombok, and many others.

We have a lot of islands. The big ones are Papua, Kalimantan, Sumatera, Sulawesi, and Java. Of the five islands, Java is the smallest, but it is the most populated one. We can find people from around Indonesia.

Indonesia also has many mountains. Many of them are still active and can erupt any time. We call them volcanoes, like Sinabung and Marapi in Sumatra, Merapi in Java, and Lokon in South Sulawesi. When they erupt they bring out very hot lava from inside the earth.

Indonesia is on the equator. It is a tropical country. The sun shines brightly everyday, so it is mostly hot. It has two seasons, the rainy season, and the dry season.

The land is very fertile. Farmers grow many kinds of vegetables and fruits. They also grow coconuts. Indonesian people eat a lot of vegetables like spinach, carrots, long beans, egg plants, cabbages, cucumbers, tomatoes, onions, garlic, chillies, , kangkung and many others.

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Indonesia also raise different kinds of animals for their meat, like cows, goats, pigs. We get beef from the cow, mutton from the goat, and pork from the pig. Some ethnic groups even eat horse meat. Our milk is usually from cows. Of course we also have chickens. They give us meat and eggs.

**Class VIII B, SMP Muda Berkarya, Bandung
January 2014**



We will work on a class project to write about our school to show our pride, to promote it, and to criticise it, too. The title is “This is our Lovely School”. Each group will contribute at least five sentences.

Here are what we will do. **First**, all groups will go around and observe our school and collect useful information about it. **Second**, each group will make five statements about the school and write them on a piece of paper. **Third**, we will put all the statements from every group on the classroom wall. **Fourth**, one member of each group will read out their sentences to the class. We will then discuss to put the ideas from all the groups together in a good order. **Fifth**, we will add a picture or some decoration to make it look interesting. We will write down our identity at the bottom, on the right hand corner. **Then**, we will put it on the classroom wall. **Finally**, we will take turn reading out the text to the class.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly, too. If we have any problems, we will go to our teacher for help.



This is our Lovely School

